New Hanover County Schools

**RTI Tier III a & b Define the Problem and Develop Assessment Plan**

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| Name: | | NCWISE# | | | | School: | | Date of Meeting: | |
| Explanation for moving to Level III:  Data suggest more intensive intervention ⁯ Re-evaluation  **x** | | | | | | | | | |
| **Domain** | **Relevant Information** | | **Hypotheses**  **If…then** | **Questions**  **What’s affecting learning**  **Outcomes?** | **What Assessment?** | | **Who Assesses?** | | **Results** |
| Instruction (Delivery) | **Whole group mostly**  **1:10 2x/15 min./week** | | **If group size decreases, then student will increase time on task** |  |  | |  | | **30 % time on-task** |
| Curriculum (Content) | **SCOS**  **Social skills conflict resolution strategies** | | **If curriculum is modified, then student will complete more work** |  |  | |  | | **All probes hovering around proficient**  **Completes 4 of 10 assignments** |
| Environmental Factors | **5th graders have access to more unstructured times during the school day than 4th graders have** | | **If supports are in place during unstructured times, then student will increase hands and feet to self** |  |  | |  | | **20 days:**  **60 incidents**  **~3/day=25%**  **20 recess,**  **10 classroom,**  **20 lunch,**  **10 bathroom** |
| Learner | **Student has a diagnosis of ADHD** | | **If student uses self-monitoring strategies, then student will attend to instruction and complete more assignments** |  |  | |  | | **Over-activity noted by parent since young age and across all environments; increase in aggressive at home w/brother** |

8/2011